

From: Special Education Advisory Committee (SEAC), Poudre School District

Date: October 23, 2024

RE: Affective Needs Program Review

On Wednesday, October 23, 2024, the PSD Special Education Advisory Committee (SEAC) was joined by Assistant Director, Mindy Roden. Mindy provided an overview and results of PSD's Affective Needs Program Review. SEAC offered feedback on the review as well as recommendations for conducting future program evaluations. That feedback is outlined in the following action statements.

Program Evaluation:

- 1) Increase Parent Participation
 - a. Increase number of survey responses collected by:
 - i. making phone calls
 - ii. sending surveys through email, texting and social media
 - iii. surveying families at the end of IEP meetings.
 - b. Make surveys anonymous to respect dignity and privacy
 - c. Remove barriers to completing a survey (ie. language)
 - d. Consider 3rd party person to conduct interviews and collect data
- 2) Include Students in Evaluation Process
 - a. Students at all levels and at all schools should be included in the evaluation process with a minimum of 80% participation from students at each building.
- 3) Gather Stakeholder Input
 - a. Stakeholder input must include non-district voices such as:
 - i. Parents
 - ii. NGOs (non-governmental organization)
 - iii. Law enforcement
 - iv. Surrounding districts
 - v. Professional mental health providers
 - b. Consider including stakeholders outside of Integrated Services to help design the evaluation process with an intentional plan to remove bias (e.g. independent audit process).
- 4) Evaluate Program Quality Indicators by Outcomes
 - a. While self-reported teacher feedback is valuable, self-reported data shouldn't be the only source to evaluate Program Quality Indicators
 - b. Include information and surveys from the home school to include pre-referral and post-return (if applicable) information
 - c. Track graduation rates
 - d. Include seclusion and restraint data in Affective Needs Program

(con't)

Affective Needs Programming:

- 5) Training and Staff Development
 - a. Provide more trauma-informed/trauma-responsive mental health supports
 - b. Provide district-wide training on de-escalation techniques
- 6) Ensure Consistency
 - a. Consistency of curricula across schools/cohorts
 - b. Consistency across tiers
 - c. Evaluate MTSS across district and replicate successful approaches
- 7) Include Paraprofessionals in Meetings
 - a. Paraprofessionals know the students they work with the best and should be included in transition meetings and annual IEP meetings.
 - b. Paraprofessionals could provide input by attending meetings or providing input
- 8) Other Considerations
 - a. What interventions are in place to support students before placement in an Affective Needs Program?
 - b. How are we supporting/collaborating with families?
 - c. More public awareness about which programs/buildings have specific training/curricula in place

Thank you for bringing this topic to SEAC for feedback and consideration.